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ABSTRACT

The materials in this document describe the professional education component of the preparation of secondary school teachers in Kentucky as envisioned by high school teachers, teacher educators, school administrators, and representatives of professional organizations and learned societies. The primary impetus for the revision of regulations came from public school teachers in response to a perceived schism between public expectations of the teachers' role and their own preparation for that role. The eight teaching competency areas described here present a sequential curricular framework that incorporates basic principles of both theoretical and experiential learning. The competency areas are: (1) orientation to secondary education; (2) foundations of learning and human development; (3) generic teaching skills; (4) individualized educational planning; (5) teaching strategies and methods; (6) human interaction in the school; (7) the professional teacher in the school; and (8) student teaching. Within each area, minimum competencies are suggested, and field or laboratory experiences are listed. Thirty needs and concerns that had been identified by classroom teachers are related to the applicable competencies. (FG)

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ED210270

Background Materials for the PROFESSIONAL PREPARATION COMPONENT OF THE UNDERGRADUATE PROGRAM LEADING TO THE PROVISIONAL HIGH SCHOOL CERTIFICATE

The materials in this document were prepared for the Kentucky Council on Teacher Education and Certification as the foundation document for the revised program of preparation for secondary teachers.

References to specific numbers of credit hours and to specific numbers of clock hours of laboratory experience have been deleted. The program revisions as finally enacted into regulations by the State Board of Education call for a minimum professional education component of 25 semester hours credit, but encompasses all of the competencies listed in the original proposal. Also, the final regulations omit references to particular courses and sequencing.

The document clearly describes the professional education component of the preparation of secondary school teachers as envisioned and conceptualized by the Council. It is a useful guide by which Kentucky colleges and universities may develop institutional programs of secondary education to comply with the regulations as finally enacted by the State Board of Education and published in the 1981 Edition of the Kentucky Teacher Preparation and Certification Handbook.

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DEPARTMENT OF EDUCATION
Bureau of Instruction
Division of Teacher Education and Certification
Frankfort, Kentucky 40601

November, 1981

SP 019 225

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Table of Contents

	page
Introductory Rationale	1
Presentation of Competencies in Eight Areas	4
The Committee's Point of View	4
A List of Teacher Expressed Concerns	5
I - Orientation to Secondary Education	6
II - Foundations of Learning and Human Development	11
III - Generic Teaching Skills	15
IV - Individualized Educational Planning	21
V - Teaching Strategies and Methods	26
VI - Human Interaction in the School	31
VII - The Professional Teacher in the School	36
VIII - Student Teaching	41

INTRODUCTORY RATIONALE

There have been no significant changes in the professional component for the preparation of high school teachers since the bachelor's degree program was made a certification requirement in 1934-35. During the past 46 years, however, dramatic changes have occurred in schools, resulting in changes needed in professional teaching competencies. Today our schools are far more complex than they were in the mid-1930's. Schools are larger, their populations immensely more heterogeneous, and their functions ever increasing. There is an emerging consensus that an adequate teacher education program cannot be provided in the academic life-space now given for the professional preparation of teachers. The growing need for an expanded knowledge base and an expanded repertoire of skills required for safe performance clearly demand more space for teacher education.

Preparing a person to enter and succeed in a field as volatile as contemporary teaching is a responsibility which cannot be taken lightly. Those undertaking such a task are responsible to prospective teachers, school districts, taxpayers, parents, and most importantly, students.

Some of Kentucky's teacher education institutions, in responding to the obvious needs of teachers, have expanded their professional preparation sequences well beyond minimum requirements. Other institutions have been less responsive. Professional requirements in Kentucky teacher education programs now range from a minimum of 19 semester hour credits to over 30, with the median requirements being in the low 20's.

The primary impetus for change has come from teachers currently working in the public schools who have discovered a schism between public expectations of the teacher's role and their professional preparation for that role. Teachers have also noted that while some teacher education programs devote considerable time and energy to developing attributes most needed by the practitioner, many others view professional preparation as incidental to the undergraduate program. The latter have consequently produced entering teachers with inadequate knowledge and experiential bases. This lack of initial entry skills has been recognized by the teachers themselves, by the administrators with whom they practice their profession, and by the general public. Those who have suffered most from teachers' deficient professional background, however, have been the students in the classrooms of the Commonwealth.

This proposal represents the collective professional judgment of all segments of educational professionals--the high school teachers, teacher educators, representatives of a broad spectrum of professional organizations and learned societies, and school administrators. In developing these recommendations, the committee utilized a wide range of professional literature. Hundreds of high school teachers helped identify areas of need, all of which are included in the proposal. For over six months, the committee has been requesting written recommendations for changes in the preparation program for high school teachers. More than 250 thoughtful responses from high school teachers, teacher educators from public and private colleges and universities, academic specialists from almost every discipline in higher education, and school administrators from all types of school districts in every geographic region of the Commonwealth were received, analyzed, and carefully considered.

These recommendations, therefore, represent the committee's judgment of the best professional advice currently available from interested Kentuckians, from professional literature, and from judgment. The expanded program is, in the committee's opinion, minimal if teachers are to have the initial skills necessary for professional performance in the highly complex roles they are expected to perform.

The committee is acutely aware that use of these guidelines will result in a teacher preparation program significantly different from that established under current guidelines. Integration of this professional component into degree programs may vary from institution to institution. With no changes in the requirements in general education and academic teacher majors and minors, some institutions may choose to extend the overall requirements in their teacher education programs beyond the present minimum required for a bachelor's degree. This extension will be necessary to maintain the breadth of knowledge and general academic background of teacher candidates. Such a program expansion may result in a temporary decline in the number of students entering teacher education programs. The decline would, more than likely, result from a loss of those students who would be transients within the profession. There is no evidence, however, that this temporary decline would result in a teacher shortage in the majority of teaching specialities; and there is some evidence that, by giving the professional program increased status, students who do enter the programs would be more committed to the profession, would have a higher academic status, and would develop a better professional self-image.

This committee's program recommendations identify a knowledge base, a range of skills, and a set of attitudes with more specificity than previous guidelines, thus providing those who enter the profession with common competencies considered necessary for professional performance. These competencies can be assessed and the citizens of the Commonwealth can be assured, for the first time, that those entering the profession have attained a defined number of competencies to an acceptable level.

Increasing minimal requirements for entry into the profession is not intended to be sufficient for providing teachers with all the needed professional competencies. It is expected that the people of the Commonwealth will continue their efforts in encouraging teachers to enhance professional competencies through graduate programs, professional staff development programs, and their own individual development programs. Research studies clearly demonstrate the positive relationship between recency of formal educational experiences and teacher effectiveness. This finding leads the committee to support efforts to finance a continuing program of professional development. It is hoped that proposed changes will help make continuing education developmental rather than the remedial needs it now must meet as a result of antiquated professional requirements.

Every effort was expended by the committee to design a curricular framework that incorporates basic principles of both theoretical and experiential learning. A carefully sequenced progression has been established. This is designed to provide a systematic induction of the student into the profession with a clear merging of theory and practice. After initial orientation to the profession, an understanding of how learning occurs precedes instruction in teaching strategies, thereby providing the student with a grasp of "why" before "how." Sequential development is also stressed by the progression from generic teaching skills to more specialized content area skills. Not only is close attention given to sequential progression, but a

period of professional indiction is provided (a minimum of six terms) to allow the students to internalize the program of study. This time provision also enables faculty members to become well acquainted with strengths and weaknesses of each prospective teacher, factors which are carefully assessed before recommending the student for admission to the program and later in judging readiness to student teach.

In addition to the principles of sequential development and sufficient time, the principle of providing numerous clinical and field experiences has been emphasized. Beginning with the orientation course, active participation in the schools is a required part of every course in the professional sequence. This involvement in the field situation facilitates the student's decision either for or against pursuit of a teaching career, aids faculty evaluation of student performance in the classroom setting, and gives the teacher-in-training many opportunities to observe, synthesize, and experiment with appropriate teaching behaviors. Through logically organized clinical and field experiences that merge practice with teaching theory, the student gradually proceeds from observer to competent director of classroom activities.

The most pervasive concept contained in the proposal is that of demonstrable competencies. It seems vital in this age of accountability that teacher preparation programs equip their students with clearly defined knowledge, skills, and professional attitudes. It was the task of the committee to suggest guidelines to ensure that all programs follow minimum general criteria, yet still encourage creativity and flexibility in attaining those criteria. The division of generic and specialized skills should allow programs to adapt the proposed guidelines to the needs of their respective students.

PRESENTATION OF COMPETENCIES AND EXEMPLARY DESCRIPTORS

Proposed teacher competencies and exemplary descriptors are presented in the following materials in each of eight areas. These are:

I Orientation to Secondary Education
II Foundations of Learning and Human Development
III Generic Teaching Skills
IV Individualized Educational Planning
V Teaching Strategies and Methods
VI Human Interaction in the School
VII The Professional Teacher in the School
VIII Student Teaching

For each area there is a recommendation for:

- the instructional program effort (semester hours)
- the program sequence of the area
- the field or laboratory experience to accompany each area program

The Committee on Secondary Education recommends that the professional education component be completed in sequence in six college terms according to the following schedule:

The Committee on Secondary Education further recommends that the competency statements (written in all capital letters) listed for each of the eight areas become the certification guidelines for the professional education component of the undergraduate program leading to the provisional high school certificate. The exemplary descriptors that follow each competency statement are not to be considered as part of the guidelines but rather examples of behaviors that graduates of the program who had attained the competency would be expected to demonstrate. Exemplary descriptors also serve as examples of how each competency might be assessed.

The Committee's Point of View

Teaching is a complex and highly professional activity. As such it requires the practitioner to master basic generic competencies to meet the demands of the public and the organized profession. The mastery of generic competencies alone will not guarantee effective teaching. They are the essential tools teachers must have to perform their responsibilities. Over a period of time a novice teacher can learn to integrate a repertoire of generic skills and competencies to facilitate the educational growth of children and youth and demonstrate a high level of

performance as a professional. However, without a basic repertoire of generic competencies, beginning teachers simply do not have the capacity to grow or to perform their responsibilities. When year-long internships become a reality in Kentucky, professional judgments can be made about the degree to which a beginning teacher has integrated generic skills into a pattern of successful teaching practice.

The competency statements that are presented in eight basic areas were developed from the job requirements and demands of secondary teachers in Kentucky secondary schools today. Each comptency statement represents a minimal requirement of today's teacher. While the following competency statements are not the "perfect set" or the final word, they do represent a serious first effort to identify those competencies that enable the beginning teacher to meet the minimum requirements of a secondary teacher in Kentucky. This means that <u>each</u> competency statement included in this effort is considered as essential to enable the beginning teacher to meet minimal requirements. Revisions (deletions, additions, or modifications) to this first effort should be made on the basis of what will be expected of future beginning classroom teachers in the Commonwealth.

A List of Teacher Expressed Concerns

The impetus for the work of the Committee on Secondary Education grew out of expressed concerns of classroom teachers in Kentucky. A serious effort was made to respond to each concern in developing teacher competency statements. Below is a list of the thirty concerns/needs expressed by teachers. The concerns related to each competency statement appear in the right-hand margin of the following pages.

1. Use of media
2. Teach reading
3. Maintain learning environment
4. Control disruptive behavior
5. Apply what was taught
6. Handle stress
7. Individualize instruction
8. Use standard testing
9. Deal with different emotional states
10. Use different teaching methods
11. Teach exceptional students
12. Deal with parents
13. Deal with the realities of teaching
14. Dean with realities of schools
15. Deal with realities of classrooms
16. Self-understanding
17. Interpersonal dynamics
18. Communication skills
19. Multicultural differences
20. Secondary curriculum
21. Mandated programs
22. Continued professional growth
23. How people grow up
24. Value systems
25. Problem solving
26. Group dynamics
27. Human learning
28. School law
29. School finance
30. Ethnic differences

COMPETENCY AREA: I - ORIENTATION TO SECONDARY EDUCATION

INSTRUCTIONAL PROGRAM EFFORT: _____

PROGRAM SEQUENCE: The first of eight competency areas to be completed prior to enrollment in Competency Area II - Foundations of Learning and Human Development and prior to admission to the teacher education program

FIELD OR LABORATORY EXPERIENCE TO ACCOMPANY PROGRAM:

- participation in secondary classrooms
- attendance at a faculty meeting
- attendance at a PTA meeting
- attendance at a school board meeting
- attendance at a professional teachers association meeting

COMPETENCY STATEMENTS AND EXEMPLARY DESCRIPTORS:

1. EXPLAINS THE ROLE OF SECONDARY EDUCATION IN AMERICA - PAST, PRESENT, AND FUTURE PREDICTIONS

   20. Secondary curriculum

   Exemplary Descriptors

   a. describes the origin of secondary schools in America

   b. identifies changes in secondary schools since 1850

   c. analyzes the purpose of today's secondary school in relation to the total spectrum of public education

   d. predicts what secondary schools will be like in the year 2000

2. RECOGNIZES AND DESCRIBES HOW SCHOOLS ARE INSTITUTIONS THAT PROMOTE PARTICIPATORY DEMOCRACY, EQUALITY OF RACES AND SEXES, AND THE PARITY OF POWER

   19. Multicultural differences
   28. School law
   30. Ethnic differences

   Exemplary Descriptors

   a. analyzes the differences between British high schools and American high schools in promoting democratic values

b. identifies specific school practices (1) that promote and (2) that discourage the value of equality of races and sexes

c. describes legislation that deals with the "right to education"

d. identifies value conflicts related to contemporary educational issues (i.e., forced busing, education for the handicapped, compensatory education)

3. DESCRIBES THE TYPICAL SECONDARY SCHOOL CURRICULUM AND ANALYZES THE RELATIONSHIP BETWEEN DIFFERENT ASPECTS OF THE CURRICULUM

20. Secondary curriculum

Exemplary Descriptors

a. identifies general education courses and elective courses in a typical secondary school curriculum

b. describes the general purpose of subject areas included in the general education component of the curriculum

c. lists typical career and vocational education programs and compares the purpose of these programs to that of general education

d. identifies "extracurricular" activities promoted in most secondary schools and describes how the purpose of this component differs from the general education component

4. RECOGNIZES AND EXPLAINS THE REALITIES AND EXPECTATIONS OF THE PROFESSIONAL TEACHER IN SECONDARY SCHOOLS WITH RESPECT TO:

6. Handle stress
13. Deal with realities of teaching
14. Deal w/realities of schools
15. Deal w/realities of classrooms
21. Mandated programs

- TEACHING COMPETENCIES
- SCHOOL ORGANIZATIONAL REQUIREMENTS
- MANDATED PROGRAMS AND GOVERNMENTAL REGULATIONS
- TYPICAL CLASSROOM CONDITIONS
- TEACHER STRESS
- PROFESSIONAL ETHICS
- PROFESSIONAL ORGANIZATION REQUIREMENTS

Exemplary Descriptors

a. lists and describes the professional and academic competency areas required for certification in secondary education

b. lists and explains the legal and professional requirements of a secondary teacher that would be found in a well-written local school staff handbook

c. describes the purpose and identifies the participants of the three most frequent types of human interactions during the observation of five different classrooms

d. identifies and describes the expectations of a member of the organized profession from the perspective of teacher organization members

5. MAINTAINS A FUNCTIONAL VALUE SYSTEM:

12. Deal with parents
19. Multicultural differences
24. Value systems
30. Ethnic differences

- DESCRIBES HIS/HER OWN VALUE OF BELIEF SYSTEM
- DESCRIBES THE VALUE SYSTEM OF THE AMERICAN SOCIETY, A LOCAL SCHOOL CONSTITUENCY, AND VARIOUS ETHNIC OR SOCIAL GROUPS
- IDENTIFIES AND ACCEPTS DIFFERENCES BETWEEN OWN VALUE SYSTEM AND THOSE OF SOCIETY, A SCHOOL CONSTITUENCY, OR AN ETHNIC GROUP

Exemplary Descriptors

a. develops a set of belief statements about critical topics (e.g., truth, the rights of the individual, the role of governments, schools, home, and the family) and shares these with colleagues

b. describes the typically held beliefs by informal leaders of a local school community in relation to critical topics and compares these beliefs with his/her own

c. describes the beliefs typically held by members of an ethnic group different from his/her own in relation to critical topics and compares these beliefs with his/her own

d. discusses differences in values openly with others in a multi-ethnic group. Demonstrates acceptance by not becoming defensive or communicating feelings of superiority about own values.

6. DEMONSTRATES A REALISTIC UNDERSTANDING OF SELF AND EXHIBITS THE CHARACTERISTICS OF SELF-ACTUALIZING DEVELOPMENT:

16. Self
18. Communication skills

- DESCRIBES A REALISTIC PERCEPTION OF HIS/HER PHYSICAL, ACADEMIC, AND EMOTIONAL SELF THAT IS COMPATIBLE WITH THAT OF PEERS AND SUPERVISORS
- MAINTAINS A POSITIVE VIEW OF SELF
- IDENTIFIES OWN STRENGTHS AND WEAKNESSES AND ACCEPTS OWN LIMITATIONS
- DISCUSSES OWN FEELINGS OPENLY AND HONESTLY AND DOES THE SAME WITH THE FEELINGS OF OTHERS
- IDENTIFIES OWN ASPIRATIONS AND GOALS
- IDENTIFIES OWN DEFICIENCIES WITH RESPECT TO BASIC COMMUNICATION SKILLS AND PERSONALITY VARIABLES CRITICAL TO BECOMING A PROFESSIONAL TEACHER

° PLANS SPECIFIC ACTIVITIES AND EXPERIENCES TO ACHIEVE ASPIRATIONS AND GOALS AND TO REDUCE OR ELIMINATE AREAS OF WEAKNESS

Exemplary Descriptors

a. completes a self-analysis inventory that compares favorably with the perception of peers and the perception of supervisors

b. maintains an above average score on a validated self-concept inventory

c. lists own strengths and weaknesses and discusses them openly with supervisors or counselors

d. discusses own feelings and those expressed by others openly and honestly in a small group setting

e. develops a list of one-year goals, five-year goals, and ten-year goals

f. compiles a list of communication skills and personality traits required or identified as critical for becoming a professional teacher; identifies discrepancies in behavioral terms between his/her present level of performance and items on the list

g. develops realistic self-improvement plan to eliminate deficiencies

7. DESCRIBES THE EMPLOYMENT AND PROFESSIONAL GROWTH OPPORTUNITIES IN TEACHING IN HIS/HER SUBJECT AREA BOTH WITHIN KENTUCKY AND THE NATION AND THE REWARDS THAT CAN BE ACCRUED FROM ENTERING THE TEACHING PROFESSION

Exemplary Descriptors

a. lists the number of job openings vs. the number of qualified teachers available in his/her teaching field in (1) Kentucky, (2) the nation, and (3) neighboring states

b. lists the salary range for beginning teachers in his/her teaching field in (1) Kentucky, (2) the nation, and (3) neighboring states

c. describes the non-monetary rewards in priority of personal value that the student believes he/she could accrue from entering the teaching profession

8. DETERMINES HIS/HER OWN PROGRAM REQUIREMENTS FOR THE COMPLETION OF STATE CERTIFICATION REQUIREMENTS FOR THE PROVISIONAL SECONDARY CERTIFICATE

Exemplary Descriptors

a. obtains final approval on college graduation requirements that lead to certification

b. lists the events that lead to official state certification beginning with admission to the teacher education program and describes the student's own responsibility in each event

c. describes any program or competency deficiencies that must be made up prior to admission to the teacher education program

9. EVALUATES HIS/HER OWN POTENTIAL FOR A CAREER IN TEACHING IN RELATION TO THE REQUIREMENTS AND THE REWARDS IN THE TEACHING PROFESSION AND DECIDES WHETHER OR NOT TO CONTINUE IN THE PRESERVICE PREPARATION PROGRAM

Exemplary Descriptors

22 Continued professional growth

a. develops a list of personal advantages and disadvantages in choosing a career as a secondary teacher

b. develops a list of reasons for continuing preparation for the teaching profession or for not continuing preparation

c. applies for admission to the teacher education program or plans an alternative career program

COMPETENCY AREA: II - FOUNDATIONS OF LEARNING AND HUMAN DEVELOPMENT

INSTRUCTIONAL PROGRAM EFFORT: _____

PROGRAM SEQUENCE: The second of eight competency areas to be completed after Orientation to Secondary Education and prior to Generic Teaching Skills. Not to be taken concurrently with any other competency area.

FIELD OR LABORATORY EXPERIENCE TO ACCOMPANY PROGRAM:

Observation and analysis of adolescents in a learning situation

COMPETENCY STATEMENTS AND EXEMPLARY DESCRIPTORS:

1. EXPLAINS AND ANALYZES HOW HUMAN LEARNING TAKES PLACE:

   - FROM A BEHAVIORISTIC CONCEPTUAL FRAMEWORK *27. Human Learning*
   - FROM A COGNITIVE DEVELOPMENT CONCEPTUAL FRAMEWORK
   - FROM AN INFORMATION PROCESSING CONCEPTUAL FRAMEWORK

   Exemplary Descriptors

   a. explains how proponents from each of the two conceptual frameworks describe the learning process

   b. analyzes the basic differences between the two conceptual frameworks with respect to reality, perception, and experience

   c. describes what motivation means to the behaviorist as compared to a cognitive development proponent

   d. explains and analyzes the role of the teacher in the learning process in each of the two conceptual frameworks

2. RECOGNIZES AND DESCRIBES PRINCIPLES OF LEARNING BEING APPLIED IN REAL TEACHING AND LEARNING SITUATIONS WITH ADOLESCENTS IN THREE AREAS: COGNITIVE LEARNING, AFFECTIVE LEARNING, AND PSYCHOMOTOR LEARNING

   Exemplary Descriptors

   a. observes and identifies a variety of learning situations as primarily cognitive, affective, or psychomotor in nature

b. identifies whether the teacher in a learning situation is using a behavioristic or a cognitive development approach to facilitate learning

c. explains the actions of the teacher in a learning situation in relation to learning principles derived from a behavioristic approach or a cognitive development approach

d. describes how the teacher in a given learning situation would have behaved differently toward the student if he/she had used a different approach

3. RECOGNIZES AND ANALYZES DIFFERENT COGNITIVE AND LEARNING STYLES WITH RESPECT TO:

- HOW LEARNERS RECEIVE AND PROCESS INFORMATION
- HOW ENVIRONMENTAL INFLUENCES AFFECT THE LEARNING PROCESS

Exemplary Descriptors

a. describes the characteristics of students who have different cognitive and learning styles (e.g., field dependent, field independent, impulsive, reflective, internal locus of control, external locus of control)

b. identifies the cognitive and learning styles of students observed in a learning situation

c. describes basic instructional approaches that are likely to maximize learning of a student who demonstrates a particular cognitive or learning style

d. describes strategies for modifying or expanding the learning styles of students

4. DESCRIBES AND ANALYZES OWN COGNITIVE, LEARNING, AND POTENTIAL TEACHING STYLES

Exemplary Descriptors

a. identifies and gives reasons for own preference of conceptual learning framework (i.e., cognitive development vs. behavioristic)

b. identifies own cognitive style in relation to:

field dependent vs. independent
impulsive vs. reflective
internal vs. external locus of control

c. identifies own basic learning style as independent, dependent, or collaborative

d. analyzes the compatibility of own potential teaching style with the various cognitive and learning styles that students may exhibit

5. RECOGNIZES AND ANALYZES THE EFFECT OF DIFFERENT CULTURAL BACKGROUNDS ON LEARNING STYLES

19. *Multicultural differences*
30. *Ethnic differences*

Exemplary Descriptors

a. compares the cultural values of Anglo-Americans with those of five groups with a different ethnic origin

b. analyzes the implications of cultural values for cognitive and learning styles (e.g., how does a group-oriented society approach learning as compared to an individual-oriented society?)

c. describes teacher adaptive behavior to different cognitive and learning styles present in the same classroom

d. identifies teacher behavior strategies that convey a positive approach to differences

6. DESCRIBES AND ANALYZES THE STAGES OF HUMAN DEVELOPMENT FROM BIRTH TO ADULT WITH RESPECT TO:

23. *How people grow up*

- COGNITIVE DEVELOPMENT
- PERSONALITY
- SOCIAL DEVELOPMENT

Exemplary Descriptors

a. describes how different conceptual frameworks (psychological theories) explain human development in relation to cognition, personality, and social interaction

b. identifies own preference for a conceptual framework that explains human growth and development from birth to adult

c. describes stages of human development from birth to adult and explains the implication for schooling and classroom teaching at each stage with respect to cognitive development, personality development, and social development

7. DESCRIBES AND ANALYZES ADOLESCENT BEHAVIOR WITH RESPECT TO:

9. *Deal with different emotional states*

- INTELLECTUAL AND COGNITIVE DEVELOPMENT
- EMOTIONAL DEVELOPMENT
- SOCIAL DEVELOPMENT AND NEEDS
- PSYCHOSEXUAL DEVELOPMENT AND DRIVES
- STRESS AND PEER INFLUENCE

Exemplary Descriptors

a. describes typical behavior of early adolescents (middle school) and later adolescents (high school) in each of the five areas of development

b. observes, describes, and explains the behavior of adolescents in classroom settings and in social activity settings

c. analyzes observed adolescent behavior in relation to own conceptual framework of human development (relates observations to own adopted theoretical framework)

d. identifies specific teacher responses to adolescent behavior that tend to (1) facilitate and (2) impede the human growth and development process

8. APPLIES LEARNING PRINCIPLES TO MAKE DECISIONS ABOUT APPROPRIATE ACTIVITIES AND TEACHER BEHAVIORS FOR GIVEN LEARNING SITUATIONS

Exemplary Descriptors

Given a general learning objective and information about the cognitive and/or learning style of adolescent learners,

a. identifies a preference and describes a rationale for a cognitive development or a behavioristic teaching approach

b. describes specific learner activities that might be suitable for the situation that are consistent with the preferred teaching-learning approach

c. lists teacher behaviors that would be appropriate for the teaching-learning approach in the given situation

d. lists teacher behaviors that would probably be inappropriate for the teaching-learning approach in the given situation

COMPETENCY AREA: III - GENERIC TEACHING SKILLS

INSTRUCTIONAL PROGRAM EFFORT: _____

PROGRAM SEQUENCE: The third area in the professional sequence after Foundations of Learning and Human Development. Not to be taken concurrently with any other program area of the professional sequence.

FIELD OR LABORATORY EXPERIENCE TO ACCOMPANY PROGRAM:

This program area should include experience in microteaching, peer teaching, or group interactive experiences where the seven generic skills are practical and students are given direct feedback on their performance

COMPETENCY STATEMENTS AND EXEMPLARY DESCRIPTORS:

1. IDENTIFIES AND DESCRIBES THE BASIC CONCEPTS AND PRINCIPLES ASSOCIATED WITH EACH OF THE FOLLOWING SEVEN SKILL AREAS (KNOWLEDGE LEVEL):

- OBSERVATION
- DIAGNOSIS
- INSTRUCTIONAL DESIGN AND PLANNING
- INSTRUCTIONAL MANAGEMENT
- COMMUNICATION
- EVALUATION
- USE OF MEDIA AND NEW TECHNOLOGY (I.E., COMPUTERS AND TELEVISION)

Exemplary Descriptors

Observation

a. distinguishes between:

(1) valued data
(2) descriptive data
(3) selected data, and
(4) reproduced data

b. distinguishes between facts and inferences

c. describes types of verbal data (e.g., teacher questions, teacher verbal responses, teacher verbal control, student talk)

d. describes types of non-verbal data (e.g., physical movement data, interpersonal non-verbal communication, and task orientation)

Diagnosis

a. describes the role of assessment in diagnosis

b. distinguishes between critical variables and non-critical variables

c. describes a process for analyzing variables

d. defines instrumentation as it applies to the diagnostic process

Instructional Design and Planning

a. distinguishes between broad educational goals and instruction objectives

b. describes the role of collaboration in instructional design and planning

c. describes the major components of the instructional process

d. describes how learner needs can be incorporated into the design and planning process

Instructional Management *25. Problem solving*

a. distinguishes between classroom instructional management problems and classroom management problems

b. describes the resources managed by the teacher as the facilitator of learning

c. describes the variables to be considered in the instructional decision making problem

d. describes the role of formative evaluation in instructional management

Communication *18. Communication skills*

a. describes a basic communication model involving encoding, decoding, sender-receiver, message medium, feedback, and noise

b. describes effective interpersonal communication skills (e.g., reflecting, inventory questions, attending, active listening)

c. identifies types of teacher-initiated communications used in the instructional process (e.g., set induction, questioning, didactic presentation, and giving instructions)

Evaluation *8. Standard testing*

a. describes the stages in the evaluation process (i.e., obtaining information, forming judgments, and making decisions)

b. explains formative and summative evaluation

c. defines statistical concepts related to evaluation (e.g., mode, mean, median, distribution, percentile, and stanine)

d. defines concepts related to instrumentation (e.g., validity, reliability, item analysis)

Use of Media and New Technology (i.e., computers and television)

a. describes the role of media in the instructional process

b. identifies uses of various types of media (e.g., overhead projection, motion picture projection, still projection, audio and video)

c. describes the existing and futuristic uses of computers in instructional programs

d. explains the present and potential futuristic role of television as an instructional tool

2. DESCRIBES WHY EACH GENERIC SKILL AREA IS ESSENTIAL TO THE TEACHING-LEARNING PROCESS

Exemplary Descriptors

a. explains the function of diagnosis in the teaching-learning process

b. describes the purpose of collaborative planning in the design of instructional programs

c. explains the rationale for using instructional management strategies

d. analyzes the role of evaluation in the instructional sequence

3. DESCRIBES AND DEMONSTRATES SPECIFIC GENERIC TEACHING SKILLS ASSOCIATED WITH EACH SKILLS AREA: (APPLICATION LEVEL)

Exemplary Descriptors

Observation

a. records and analyzes verbal data

b. records and analyzes nonverbal data

c. records and analyzes descriptive data

d. records and analyzes task orientation data

Diagnosis

a. presented student classroom data, identifies potential problem area

b. selects and/or develops appropriate instruments to assess simple learning problems

c. analyzes student and classroom data

d. makes appropriate inferences and judgments from student or classroom data that have been analyzed

Instructional Design and Planning

a. collaborates with peers in a planning process

b. presented with needs assessment and school data, develops appropriate broad educational goals

c. presented with needs assessment and student data, writes instructional objectives to achieve an educational or learning goal

d. plans appropriate activities and resources for reaching instructional objectives

Instructional Management

a. presented with classroom data, describes instructional problems

b. performs a task analysis of an instructional problem and identifies the variables that must be managed in an instructional problem

c. develops a plan to manage an instructional sequence including activities, responsibilities, and a time sequence

d. successfully carries out an instructional management plan in peer teaching situation and adjusts to unanticipated situation

Communication

a. demonstrates use of interpersonal communication skills (e.g., listening, attending, questioning, probing, paraphrasing, perception checking, providing reinforcement and corrective feedback)

b. demonstrates use of various types of teacher initiated communciation (e.g., set induction, questioning, didactic presentations, and giving instructions)

Evaluation

a. develops appropriate assessment

b. performs an item analysis of an assessment instrument

c. analyzes test data

d. develops an evaluation of student performance on a test and communicates the results of the evaluation

Use of Media and New Technology (i.e., computers and television)

a. demonstrates use of the following in an instructional setting:

- overhead
- motion picture
- still projection
- audio recording
- video recording
- television
- computers

b. prepares various types of media materials

c. selects appropriate media or technology for a given instructional problem or objective

d. demonstrates strategies and techniques for preparing students to interact with computers, television, and other new technology

4. APPLIES SPECIFIC GENERIC TEACHING SKILLS ASSOCIATED WITH EACH SKILLS AREA TO THE FOLLOWING SITUATIONS:

Exemplary Descriptors

Observation

a. observes individual students

b. observes groups

c. observes classrooms

Diagnosis

Given appropriate data, diagnoses learning problems

a. of individual students

b. of small groups

c. of classrooms

Instructional Design and Planning

a. plans a lesson

b. plans an instructional unit

c. plans a one-semester curriculum

Instructional Management

a. manages instruction of a lesson

b. manages instruction of a unit

Communication

a. communicates with an individual student

b. communicates with a class

c. communicates with a group of peers

d. communicates with parents

Evaluation

Given appropriate data

a. evaluates the performance of an individual student

b. evaluates the performance of a class

c. evaluates an instructional program

d. evaluates self-performance as a teacher of an instructional sequence

Use of Media and New Technology (i.e., computers and television)

a. uses media and new technology for individualized instruction

b. uses media and new technology for small group instruction

c. uses media and new technology for large group instruction

d. uses media for evaluation of instruction

COMPETENCY AREA: IV - INDIVIDUALIZED EDUCATIONAL PLANNING

INSTRUCTIONAL PROGRAM EFFORT: _____

PROGRAM SEQUENCE: The fourth of eight competency areas to be taken after Generic Teaching Skills. Not to be taken concurrently with any of the other eight program areas

FIELD OR LABORATORY EXPERIENCE TO ACCOMPANY PROGRAM:

Observation and participation in classrooms or clinical settings to include but not be limited to the following:

- a regular classroom with handicapped children
- an LBD resource classroom
- a self-contained special class
- a classroom with a program for gifted and talented students or a separate supplemental program
- a classroom with a special reading program for secondary students

COMPETENCY STATEMENTS AND EXEMPLARY DESCRIPTORS:

1. DESCRIBESCOGNITIVE AND AFFECTIVE CHARACTERISTICS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (i.e., CHILDREN WHO HAVE MILD AND MODERATE INTELLECTUAL HANDICAPS, ARE GIFTED AND TALENTED, HAVE SENSORY IMPAIRMENTS, HAVE PHYSICAL AND CRIPPLING DISABILITIES, HAVE EMOTIONAL DISORDERS AND HAVE SPECIFIC LEARNING DISABILITIES

11. Exceptional students

Exemplary Descriptors

a. identifies the various categories of handicapping conditions and the principal characteristics exhibited by children who have been classified into the above categories

b. compares and contrasts the educational, emotional, and social characteristics of "average" secondary students and adolescents in the various categories of exceptionality

c. describes learning characteristics of the low achieving, poorly motivated learner

d. describes the effect of teacher and "average" students' attitudes toward the handicapped

2. RECOGNIZES STUDENTS WHO MAY REQUIRE SPECIAL EDUCATIONAL NEEDS TO ACHIEVE THEIR EDUCATIONAL POTENTIAL

11. Exceptional students
15. Realities of classrooms

a. identifies student behaviors which may indicate a handicapping condition

b. identifies appropriate classroom procedures for screening and diagnosing adolescents with educational needs

c. designs informal assessment procedures

d. analyzes test data to identify students' academic and vocational strengths and weaknesses

3. DESCRIBES PL 94-142 AND STATE REGULATIONS FOR THE IDENTIFICATION AND PLACEMENT OF CHILDREN IN THE LEAST RESTRICTIVE ENVIRONMENT

11. Exceptional students
12. Deal with parents
28. School law

Exemplary Descriptors

a. describes the components of PL 94-142

b. relates State Department regulations to the "Cascade of Services" or continuum of services

c. describes the required State Department procedures for the identification, evaluation, and placement of students into the "least restrictive environment"

d. describes the State Department's due process and appeals procedures for parents of handicapped students

4. IDENTIFIES REFERRAL AGENCIES WITHIN THE SCHOOLS AND THE LARGER COMMUNITY WHICH MAY BE INVOLVED WITH THE PLACEMENT AND EDUCATION OF ADOLESCENTS WITH SPECIAL EDUCATIONAL NEEDS

11. Exceptional students

Exemplary Descriptors

a. identifies professionals and programs within the school system that provide services to children with handicapping conditions

b. lists local, regional, and state agencies in addition to the schools that provide services to children with different handicapping conditions

c. identifies special remedial reading programs in the schools

d. identifies local, regional, and state resources to supplement school programs for the gifted and talented

5. DESCRIBES SITUATIONS WHERE STUDENTS FROM DIFFERENT CULTURAL BACKGROUNDS REQUIRE SPECIAL ASSESSMENT PROCEDURES FOR APPROPRIATE DIAGNOSIS OF EDUCATIONAL NEEDS

11. Exceptional students
19. Multicultural differences
30. Ethnic differences

Exemplary Descriptors

a. describes limitations of standard assessment procedures with respect to children of different culturally and linguistically different backgrounds

b. describes appropriate alternative strategies for the educational assessment of children from culturally and linguistically different backgrounds

c. identifies resources for assessing special educational needs of children from culturally and linguistically different backgrounds

6. COLLABORATES WITH COLLEAGUES IN THE COLLECTION OF DATA AND THE DIAGNOSIS OF THE SPECIAL EDUCATIONAL NEEDS OF INDIVIDUAL STUDENTS

7. Individualize instruction
11. Exceptional students

Exemplary Descriptors

a. assembles and summarizes data on an individual child from a variety of sources

b. identifies colleagues with appropriate background and expertise to assist in the diagnosis of special educational needs

c. conducts diagnostic-planning conferences on individual adolescents with special educational needs

7. DESCRIBES SPECIAL STRATEGIES FOR TEACHING CHILDREN WITH HANDICAPPING CONDITIONS WHO ARE MAINSTREAMED INTO THE REGULAR CLASSROOM

10. Use different methods
11. Exceptional students

Exemplary Descriptors

a. identifies materials and methods for teaching special needs children in the regular class

b. modifies instructional procedures to meet the unique needs of handicapped learners in the regular class

c. prepares lessons which effectively integrate normal and special needs children

d. develops alternative grading procedures

8. DESCRIBES AND IMPLEMENTS STRATEGIES FOR TEACHING STUDENTS WHO DEMONSTRATE DEFICIENCIES IN READING

2. Teach reading

Exemplary Descriptors

a. identifies appropriate remedial materials and programs to develop word attack and comprehension skills

b. identifies materials to develop study and organizational skills

c. describes and applies readability formulae

d. prepares individualized reading programs

9. DESCRIBES SPECIAL STRATEGIES FOR TEACHING GIFTED AND TALENTED STUDENTS

Exemplary Descriptors

10. Use different methods

a. identifies administrative arrangements for organizing new and modifying existing programs for the gifted and talented

b. recognizes that different categories of "gifted and talented" may require different educational emphases

c. describes how instructional programs can be adapted to meet the special educational needs of the gifted and talented

d. identifies local and state agencies and individuals that can provide resources or act as resources for gifted and talented students

10. DESCRIBES SPECIAL STRATEGIES FOR TEACHING THE UNDERACHIEVING, LOW MOTIVATED LEARNER

10. Use different methods

Exemplary Descriptors

a. identifies techniques for developing a positive self-concept

b. creates motivating learning experiences

c. describes strategies for developing learning potential

11. DESIGNS INDIVIDUALIZED EDUCATIONAL PLANS (IEPs) FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

7. Individualize instruction

Exemplary Descriptors

a. identifies variables used to determine the appropriate educational placement of secondary students

b. identifies the components of the IEP and procedures for its preparation

c. identifies the long and short-term educational objectives and corresponding learning activities

d. identifies professionals who may participate in the preparation of the educational plan

12. DESIGNS A MANAGEMENT PLAN TO DEAL WITH STUDENTS ON INDIVIDUALIZED EDUCATIONAL PLANS IN A REGULAR CLASSROOM

3. Maintain learning environment
7. Individualize instruction

Exemplary Descriptors

a. identifies those activities related to individualized educational programming that must be completed yearly, every three months, every month, weekly, and daily

b. describes a procedure for integrating individualized instruction with group instruction on a daily schedule

c. develops a three-month time line for individually programming seven students in a regular classroom of 30 students

13. DESCRIBES PROCEDURES FOR WORKING WITH CHILDREN IN EMERGENCY CONDITIONS

11. Exceptional students
15. Realities of classrooms

Exemplary Descriptors

a. describes procedures for handling a child with an epileptic seizure

b. describes procedures for dealing with a child who has a physical disability in case of a fire or other such emergencies

14. DESCRIBES STRATEGIES FOR WORKING WITH PARENTS OF STUDENTS WHO HAVE SPECIAL EDUCATIONAL NEEDS

12. Deal with parents
18. Communication skills

Exemplary Descriptors

a. describes procedures to facilitate parents' understanding of their child's special needs

b. describes procedures to encourage supportive behavior in the home that complements the instructional program in the school

c. describes strategies for communicating progress of students with special educational needs to parents

d. describes procedures for informing parents of their rights

COMPETENCY AREA: V - TEACHING STRATEGIES AND METHODS

INSTRUCTIONAL PROGRAM EFFORT: _____

PROGRAM SEQUENCE: The fifth of eight program areas, to be taken concurrently with Human Interaction in the School and after completion of Individualized Educational Planning

FIELD OR LABORATORY EXPERIENCE TO ACCOMPANY PROGRAM:

Together with "Human Interaction in the School," the laboratory and field experiences should include observation and participation in a school setting. About half of this time should be devoted to Teaching Strategies and Methods.

COMPETENCY STATEMENTS AND EXEMPLARY DESCRIPTORS:

1. DESCRIBES THE VARIOUS PROGRAMS AND COURSES IN HIS/HER TEACHING AREA(S) PRESENTLY TAUGHT IN SECONDARY SCHOOLS AND THE RATIONALE FOR OFFERING THE PROGRAM OR COURSE AT A GIVEN AGE OR ABILITY LEVEL

20. Secondary curriculum

Exemplary Descriptors

Presented with the course offerings in a public secondary school,

a. identifies those courses in his/her teaching area

b. outlines the general content of each course

c. compares (lists discrepancies) the program offered in his/her teaching area with that recommended by the professional organization of teachers (e.g., English teachers, science teachers, agriculture teachers) in his/her teaching area

d. recommends additions and/or modifications to the existing course offerings and reasons for the recommended changes

2. IDENTIFIES THE MAJOR CONCEPTS APPROPRIATE TO BE TAUGHT IN EACH SPECIFIC SECONDARY EDUCATION PROGRAM OR COURSE IDENTIFIED IN HIS/HER TEACHING AREA

Exemplary Descriptors

Given the general description and level of courses typically taught in secondary schools in a teaching area,

a. identifies the ten most important concepts or ideas to be taught in the course(s)

b. develops a general content outline for the course(s) identified

c. examines a textbook and lists pages where the most important concepts are described

d. lists major concepts or content areas omitted in the textbook

3. DESCRIBES NEW OR FUTURISTIC CURRICULUM DEVELOPMENTS IN HIS/HER TEACHING AREA, THE RATIONALE FOR THE NEW DEVELOPMENTS, AND IDENTIFIES THE PERSONS AND/OR AGENCIES WHO ARE THE DEVELOPERS OF THESE INNOVATIONS

Exemplary Descriptors

Given a list of innovative practices and programs presently being developed and introduced in secondary schools,

a. identifies three in his/her teaching area that are being described in professional journals and at professional conferences

b. describes the purpose and intended outcome of the innovation, new program or practice

c. lists persons or agencies who are developing or implementing the innovation

d. evaluates the new program or practice with respect to its potential for improving teaching in a content area

4. APPLIES APPROPRIATE GENERIC TEACHING SKILLS TO PLAN:

- A YEAR-LONG INSTRUCTIONAL PROGRAM IN HIS/HER TEACHING AREA FOR AVERAGE ABILITY SECONDARY SCHOOL STUDENTS
- INSTRUCTIONAL UNITS IN HIS/HER TEACHING AREA

5. *Apply what was taught*
10. *Use different methods*

Exemplary Descriptors

a. given appropriate student and school data, prepares a year-long plan for teaching a specific course that includes

- goals and outcomes
- content/concept outline
- teaching strategies
- time line for outcomes and content
- performance standards for grades

b. collaborates with a teacher in a secondary school to plan a year-long instructional program for a specific class in a subject area

c. prepares an instructional unit of at least 10 days' duration for a specific class or group of students in a secondary school

The unit plan should include

- specific instructional objectives or outcomes
- instructional strategies and experiences
- student performance assessment measures
- an instructional management plan

5. DEMONSTRATES THE ABILITY TO USE A VARIETY OF TEACHING STRATEGIES APPROPRIATE TO HIS/HER TEACHING AREA IN THE IMPLEMENTATION OF INSTRUCTION

THIS SHOULD INCLUDE ONE OR MORE STRATEGIES FOR

- TEACHING CONCEPTS IN THE CONTENT AREA
- TEACHING ATTITUDES AND VALUES
- TEACHING CREATIVE THINKING
- TEACHING PROBLEM SOLVING
- INDIVIDUALIZING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS
- TEACHING STUDENTS TO INTERACT WITH NEW TECHNOLOGY

3. *Maintain learning environment*
5. *Apply what was taught*
7. *Individualize instruction*
10. *Use different methods*
24. *Value systems*
25. *Problem solving*

Exemplary Descriptors

a. plans and teaches lessons using strategies in each of the six categories in a peer teaching or microteaching setting. Obtains feedback from peers and supervisors.

b. uses individualized teaching strategies to tutor a student who has special educational needs

6. DEMONSTRATES THE USE OF APPROPRIATE GENERIC TEACHING SKILLS TO PLAN, IMPLEMENT AND EVALUATE INSTRUCTION IN A LABORATORY SETTING

Exemplary Descriptors

1. *Use of media*
5. *Apply what was taught*
10. *Use different methods*

Given a public school class and the specific content to be addressed,

a. collaborates with a teacher to plan a lesson that includes

- instructional objectives
- learner activities

- student performance assessment
- an instructional management plan which describes the teaching strategies to be used

b. tries out lesson in a peer teaching situation and receives feedback from peers or supervisor

c. revises peer teach lesson and teaches lesson to the secondary class in the public school for whom it was designed

d. evaluates and analyzes students' performances in relation to the instructional objectives

7. DEVELOPS A FILE OF INSTRUCTIONAL RESOURCES AND MATERIALS FOR TEACHING HIS/HER SUBJECT AREA(S)

Examplary Descriptors

a. develops a file of print materials including an annotated bibliography of textbooks, reference materials and student activity materials

b. develops a file on media materials that can be used as teaching aids in his/her teaching area

c. develops a file of teaching strategies and their related uses for teaching in the content area(s)

d. develops a file on special materials that can be used in his/her teaching area with students who have a low reading level and for low ability students

8. OPERATES AND MANAGES THE USE OF SPECIAL EQUIPMENT AND FACILITIES ESSENTIAL TO TEACHING THE CONTENT AREA, INCLUDING APPLICATIONS OF NEW TECHNOLOGY

Exemplary Descriptors *1. Use of media*

a. demonstrates use of instructional equipment available for teaching in his/her teaching area(s)

b. develops a list of standard equipment and supplies normally found in adequately outfitted classroom in his/her teaching area and a list of vendors who supply the equipment and materials

c. develops a budget for outfitting a new classroom for special equipment and supplies

d. given appropriate data, develops a typical yearly budget for equipment and supplies

9. DESCRIBES AND DEMONSTRATES SPECIFIC STRATEGIES FOR PROMOTING EQUALITY AND MULTICULTURAL VALUES AS AN INTEGRAL PART OF THE INSTRUCTIONAL PROGRAM IN HIS/HER TEACHING AREA

19. Multicultural differences
30. Ethnic differences

Exemplary Descriptors

a. identifies specific topics in the content area that may be used to promote values of equality and to discuss issues related to education that is multicultural

b. evaluates instructional materials (i.e., textbooks, reference books, teaching materials) for statements and illustrations that are racist and/or sexist in nature

c. identifies materials and practices in his/her teaching area that have been used in the past that are prejudiced toward one of the races or sexes

d. plans and teaches lessons in his/her teaching area using strategies specifically designed to promote a positive attitude toward differences

COMPETENCY AREA: VI - HUMAN INTERACTION IN THE SCHOOL

INSTRUCTIONAL PROGRAM EFFORT: _____

PROGRAM SEQUENCE: The sixth of eight program areas. To be taken concurrently with "Teaching Strategies and Methods" after the completion of Individualized Educational Planning

FIELD OR LABORATORY EXPERIENCE TO ACCOMPANY PROGRAM:

Together with "Teaching Strategies and Methods," the total professional program should include laboratory and field experiences including observation and participation in a school setting. About half of this time should be devoted to "Human Interaction in the School."

COMPETENCY STATEMENTS AND EXEMPLARY DESCRIPTORS:

1. DEMONSTRATES TECHNIQUES FOR PROMOTING STUDENTS' SELF AWARENESS AND STRATEGIES THAT ENCOURAGE THE DEVELOPMENT OF A POSITIVE SELF CONCEPT

   Exemplary Descriptors *16. Self*

   a. states arguments why self awareness and a positive self concept are important to the learning process in the secondary school

   b. demonstrates the use of self awareness techniques and activities in a peer teaching situation

   c. describes specific strategies that can be used in a classroom to promote self concept

   d. conducts activities with adolescents designed to increase their positive view of self

2. DESCRIBES A PROCESS OF HUMAN MORAL DEVELOPMENT AND DEMONSTRATES USE OF SPECIFIC TEACHING STRATEGIES DESIGNED TO ENCOURAGE STUDENTS TO EXAMINE THEIR OWN VALUE SYSTEM AND SHARE IT WITH OTHERS

   Exemplary Descriptors *24. Value systems*

   a. identifies the major stages of moral development as identified by leading researchers and writers in the field of moral education (e.g., Kohlberg, Piaget)

b. analyzes student response patterns in specific situations and identifies the functioning stage and behavior characteristics of the student that one may expect at that stage

c. conducts a variety of value clarification exercises in a peer teaching situation

3. DESIGNS AND DEMONSTRATES STRATEGIES FOR HELPING STUDENTS (1) TO BECOME AWARE OF VALUE DIFFERENCES OF PERSONS FROM DIFFERENT CULTURAL GROUPS AND (2) TO ACCEPT DIFFERENCES AS A POSITIVE ATTRIBUTE RATHER THAN A NEGATIVE FACTOR

10. Use different methods
24. Value systems
30. Ethnic differences

Exemplary Descriptors

a. designs and conducts group exercises that explore value differences within a group resulting from ethnic and cultural backgrounds

b. designs and conducts role playing strategies to explore the value differences of ethnic group other than those represented in the learning group

c. uses simulations to explore value differences to promote awareness of prejudicial attitudes toward persons of cultural and ethnic groups students are not acquainted with

4. DESCRIBES THE NECESSARY AFFECTIVE CONDITIONS FOR LEARNING TO TAKE PLACE (i.e., CONCRETENESS, GENUINENESS, EMPATHY AND WARMTH) AND DEMONSTRATES THE USE OF STRATEGIES THAT PROMOTE POSITIVE PERSONAL INTERACTION IN THE CLASSROOM

3. Maintain learning environment
17. Interpersonal dynamics

Exemplary Descriptors

a. analyzes verbal and nonverbal behavior of teachers and identifies cues that project concreteness, genuineness, empathy and warmth

b. models verbal and nonverbal behavior in a group setting that projects concreteness, genuineness, empathy and warmth

c. describes principles of positive interpersonal dynamics in the classroom

d. designs and demonstrates strategies that promote the necessary affective conditions for learning

5. PROMOTES THE GROWTH OF A GROUP (SMALL GROUP OR A CLASS) THROUGH THE ENCOURAGEMENT OF FACILITATIVE BEHAVIORS AND THE ELIMINATION OF BLOCKING BEHAVIORS

26. Group dynamics

Exemplary Descriptors

a. describes the various roles individuals may adopt in a group and behaviors associated with these roles (e.g., task behaviors, maintenance behaviors and blocking behaviors)

b. observes groups in action and identifies roles assumed by various group members

c describes the stages of group growth and the characteristic group behaviors associated with each stage

d demonstrates group leadership skills by encouraging facilitative behavior and discouraging blocking behaviors

6. DESCRIBES METHODS FOR INCREASING MOTIVATION IN STUDENTS TOWARD LEARNING

3. Maintain learning environment
17. Interpersonal dynamics
26. Group dynamics

Exemplary Descriptors

a. relates learning concepts and principles to motivation toward learning (e.g., positive and negative reinforcement, punishment, intrinsic and extrinsic rewards, need for achievement and meaningfulness)

b. analyzes learning situations with respect to student motivation toward learning (i.e., strategies used, effects on different students, cause and effect relationships)

c. identifies reasons for student's lack of motivation toward learning and corresponding strategies to overcome major causes of low motivation

d. presented with typical classroom situations regarding low motivation toward learning, describes specific strategies and techniques for increasing student's motivation toward learning

7. IDENTIFIES THE BASIC CONCEPTS AND PRINCIPLES THAT RELATE TO DISCIPLINE IN THE SCHOOL AND THE CLASSROOM FROM A TEACHER CONTROL APPROACH AND FROM A STUDENT SELF CONTROL APPROACH

3. Maintain learning environment
4. Control disruptive behavior
26. Group dynamics

Exemplary Descriptors

a. defines discipline as: (1) a responsibility of the teacher and (2) a responsibility of the student

b. identifies typical teacher behavior and/or management strategies that have contributed to discipline problems or uncontrolled conflict in the classroom (e.g., Korman's list of management mistakes, Gordon's dirty dozen, etc.)

c. identifies student and environmental factors external to the teacher that are the major contributors of discipline problems in the classroom

d. describes a minimum of three conceptual approaches to discipline: basic assumptions, operating principles and classroom activities, critical teacher behavior and skills (e.g., behavior modification, teacher effectiveness training, reality therapy, assertive discipline)

8. DESCRIBES DISCIPLINE STRATEGIES AND MANAGEMENT TECHNIQUES THAT ARE DESIGNED TO MAINTAIN A POSITIVE LEARNING ENVIRONMENT (1) IN A TEACHER CONTROL APPROACH AND (2) IN A STUDENT SELF CONTROL APPROACH

3. Maintain learning environment
4. Control disruptive behavior
9. Deal w/different emotional state
25. Problem solving 26. Group dynamics

Exemplary Descriptors

a. describes processes for rule making and setting boundary conditions in the classroom

b. identifies useful reinforcers and describes techniques for providing student feedback

c. describes ways to organize the physical environment of the classroom that enhance the learning atmosphere

d. describes productive time and task management techniques

e. describes strategies for managing persons and groups in the classroom

f. designs strategies for conducting a "class meeting"

9. DEMONSTRATES PROBLEM SOLVING STRATEGIES AND CONFLICT MANAGEMENT TECHNIQUES TO DEAL WITH UNACCEPTABLE STUDENT BEHAVIOR

4. Control disruptive behavior
25. Problem solving

Exemplary Descriptors

a. demonstrates techniques for talking with students in conflict situations that enable all parties to maintain self respect

b. identifies and analyzes problem situations involving inappropriate student behavior

c. given a defined problem involving inappropriate student behavior, describes alternative courses of action to reduce or eliminate the problem

d. uses conflict management strategies to reduce or eliminate a conflict in a role playing situation

10. APPLIES DISCIPLINE CONCEPTS, PRINCIPLES AND SKILLS TO REALISTIC CLASSROOM SITUATIONS THAT INVOLVE INAPPROPRIATE STUDENT BEHAVIOR AND/OR HUMAN CONFLICT

4. Control disruptive behavior
5. Apply what was taught

Exemplary Descriptors

a. responds to written description of situations of classroom behavior that require teacher decisions and responses

b. responds to video taped episodes of discipline problem situations that require action by the teacher

c. role plays a series of typical classroom situations that deal with conflict between the teacher and students

d. conducts a "classroom meeting" in public school classroom

11. ANALYZES THE BASIC CAUSES OF STRESS IN CLASSROOM (BOTH TEACHER AND STUDENT STRESS) AND DEMONSTRATES STRATEGIES TO REDUCE AND MANAGE INDIVIDUAL AND GROUP STRESS

6. Handle stress

Exemplary Descriptors

a. identifies common causes of stress among adolescents

b. identifies common stress producers in the school environment

c. describes strategies for reducing stress both within and outside the classroom environment

d. demonstrates the use of relaxation techniques designed to cope with stress buildup

COMPETENCY AREA: VII - THE PROFESSIONAL TEACHER IN THE SCHOOL

INSTRUCTIONAL PROGRAM EFFORT: _____

PROGRAM SEQUENCE: The seventh of eight program areas to be taken concurrently with student teaching after the completion of Teaching Strategies and Methods and Human Interaction in the School

FIELD OR LABORATORY EXPERIENCE TO ACCOMPANY PROGRAM:

To be field-based and should involve active participation of school administrator, classroom teacher, school community patrons and college faculty in the instructional program

COMPETENCY STATEMENTS AND EXEMPLARY DESCRIPTORS:

1. DESCRIBES A SYSTEM OF PROFESSIONAL VALUES

24. *Value systems*

Exemplary Descriptors

a. develops a set of belief statements that serves as a guide to his/her professional behavior in relation to (1) students, (2) parents and community patrons, (3) colleagues in the school and (4) the teaching profession at large

b. shares and discusses belief statements with a group of experienced teachers

c. shares and discusses belief statements with a school administrator

d. shares and discusses belief statements with a college supervisor

2. GIVEN A SET OF REALISTIC SCHOOL SITUATIONS, USES A SYSTEM OF PROFESSIONAL VALUES TO MAKE DECISIONS

5. *Apply what was taught*
24. *Value systems*

Exemplary Descriptors

a. presented with written descriptions of teaching situations where professional values are involved, makes decision consistent with a set of belief statements

b. exhibits behavior consistent with own set of professional value statements in role playing situations where value decisions are required

c. responds appropriately to video taped episodes of situations where a teacher must make decisions involving professional values

3. DESCRIBES THE ROLE OF THE ORGANIZED PROFESSION IN PROMOTING PROFESSIONAL VALUES

22. Continued professional growth

Exemplary Descriptors

a. describes the major activities of teacher organizations in the state: (1) classroom teachers, (2) subject area teachers

b. describes the major accomplishments of major teacher organizations in state over the past five years

c. lists the opportunities for professional growth of the teacher provided by teachers' organizations within the state

4. EXPLAINS SCHOOL LAW IN RELATION TO LOCAL SCHOOL SYSTEM RIGHTS, TEACHER RIGHTS AND STUDENT RIGHTS

28. School law

Exemplary Descriptors

a. lists the areas where the local school system has the right and the responsibility to set school policy

b. identifies student and parent rights by provision of the law (1) in relation to the opportunity for an education and (2) in relation to fair treatment in the school and classroom

c. identifies specific provisions provided by federal law, state statutes, or by school system's policy (1) regarding fair employment practices and (2) teachers' rights in the supervision of classroom activities

d. identifies critical areas where teachers are most likely to be liable for their actions in teaching and professional activities

5. ANALYZES POTENTIAL CONFLICT SITUATIONS IN THE SCHOOL WHERE RIGHTS OF INDIVIDUALS, LOCAL SCHOOL POLICY AND STATE STATUTES WOULD BE INVOLVED

24. Value systems
28. School law

Exemplary Descriptors

Given a set of potential conflict situations and accompanying data (case studies)

a. differentiates between facts and inferences in the case

b. identifies the value conflicts

c. argues a position based on school policy, state statutes or laws

d. recommends a course of action to maximize outcomes for all parties involved

6. DESCRIBES HOW LOCAL SCHOOL OPERATIONS ARE FINANCED IN RELATION TO INCOME RECEIVED FROM THE FEDERAL GOVERNMENT, THE STATE AND FROM THE LOCAL REVENUES

29. School finance

Exemplary Descriptors

a. explains the state formula for funding local school districts

b. identifies the relative amount of funding from federal, state, local and other sources for at least three school districts

c. analyzes a school district budget by major categories

d. analyzes the annual budget for at least three secondary schools

7. DESCRIBES STATE MANDATED PROGRAMS AND THE REQUIREMENTS AND IMPLICATIONS FOR EACH AT THE LOCAL DISTRICT LEVEL

21. Mandated programs

Exemplary Descriptors

a. lists state mandated programs for secondary schools and identifies the primary audience to be served by each

b. identifies the amount of funding to the local school districts provided by the state to implement each program

c. describes technical assistance and other resources provided by the state for each program

d. describes the implications for the teacher in his/her teaching area for each major mandated program

8. COLLECTS AND ANALYZES DATA THAT DESCRIBE THE LOCAL SCHOOL COMMUNITY WITH RESPECT TO (1) NORMS, VALUES AND CUSTOMS AND (2) EXPECTATIONS FOR SCHOOLING

12. Deal with parents
24. Value systems

Exemplary Descriptors

a. collects and analyzes data that describe the expected behavior of classroom teachers in the school and community

b. collects and analyzes data that describe the basic values held by community patrons

c. collects and analyzes data regarding the role and purpose of schooling in the district as perceived by (1) the teachers in the school, (2) the parents of school children, (3) community leaders and (4) secondary students

9. DESCRIBES STRATEGIES FOR FACILITATING SCHOOL-COMMUNITY RELATIONS IN THE LOCAL SCHOOL DISTRICT

12. Deal with parents

Exemplary Descriptors

a. identifies formal organizations and events when school-community relations are and could be promoted

b. identifies behaviors (1) that promote and (2) that inhibit school-community relations

c. describes ongoing and/or potential programs that promote school-community relations

10. DEMONSTRATES STRATEGIES AND TECHNIQUES FOR INTERACTING WITH PARENTS

12. Deal with parents
17. Interpersonal dynamics
26. Group dynamics

Exemplary Descriptors

a. identifies formal and informal events in the school and community where teachers can interact with parents in a natural environment

b. describes behaviors and practices that (1) facilitate and (2) that hinder positive interactions with parents in general and in discussing their child's educational progress

c. interacts with parents at school functions (e.g., PTA and special school programs)

d. demonstrates appropriate strategies and interactive skills in home visits to parents of students

e. demonstrates appropriate strategies in role playing situations of parent/student and teacher conferences

11. ARTICULATES LONG-RANGE PROFESSIONAL GOALS AND PLANS FOR A PROGRAM OF CONTINUED PROFESSIONAL DEVELOPMENT

22. Continued professional growt

Exemplary Descriptors

a. develops a set of one-year, five-year and ten-year professional goals

b. describes general areas of competency or achievement to attain one, five and ten-year professional goals

c. identifies professional growth experiences that are essential to the attainment of one, five and ten-year goals

d. describes a general plan for attaining five-year goals and a detailed plan for achieving one-year professional goals

12. DESCRIBES STRATEGIES FOR MINIMIZING TEACHER STRESS IN THE SCHOOL ENVIRONMENT

Exemplary Descriptors

6. Handle stress

a. identifies factors and situations in the school environment that contribute to teacher stress

b. explains the basic causes of teacher stress from a research or conceptual base and relates these to the typical classroom teacher's situation

c. describes programs and practices that tend to prevent or reduce teacher stress

d. describes successful stress reducing techniques and practices

13. DESCRIBES STRATEGIES FOR DEVELOPING A PERSONAL AND PROFESSIONAL LIFE STYLE TO MINIMIZE AND COPE WITH STRESS

6. Handle stress

Exemplary Descriptors

a. identifies the elements of life styles that (1) promote the buildup of stress and (2) manage and prevent stress buildup

b. describes relaxation techniques, practices and activities outside of school that can be used to reduce teacher stress

c. develops a personal time management plan consistent with or life style that manages and prevents stress buildup

COMPETENCY AREA: VIII - STUDENT TEACHING

INSTRUCTIONAL PROGRAM EFFORT: _____

PROGRAM SEQUENCE: To be taken in the final term of the professional education sequence concurrently with The Professional Teacher in the School. Together these two competency areas comprise the total professional experience for student teachers.

FIELD OR LABORATORY EXPERIENCE TO ACCOMPANY PROGRAM:

A totally field-based experience to include:

- a minimum of ten weeks of instructional responsibility for two class periods
- a minimum of six weeks of total instructional responsibility for all classes

(the program may include several campus-based student teaching seminars)

COMPETENCY STATEMENTS AND EXEMPLARY DESCRIPTORS

1. OBSERVES, ASSEMBLES DATA, AND MAKES A COMPREHENSIVE DIAGNOSIS OF STUDENTS IN AT LEAST TWO OF THE CLASSES HE/SHE WILL BE INSTRUCTING WITH RESPECT TO:

   - THE STUDENT'S KNOWLEDGE/ABILITY LEVEL IN THE SUBJECT AREA
   - THE STUDENT'S ATTITUDES AND FEELINGS TOWARD LEARNING
   - THE STUDENT'S READING ABILITY LEVEL
   - THE STUDENT'S LEARNING STYLE
   - THE SOCIAL CLIMATE IN THE CLASSROOM
   - THE ETHNIC AND CULTURAL DIVERSITY OF PERSONS IN THE CLASSROOM

   2. *Teach reading*
   5. *Apply what was taught*
   8. *Standard testing*
   15. *Realities of classroom*
   19. *Multicultural differences*

   Exemplary Descriptors

   a. observes and records appropriate classroom data

   b. collects, aggregates, and organizes appropriate data

   c. develops a comprehensive classroom profile in each of the six areas

   d. identifies specific data-based factors and conditions that should be given attention in planning an instructional program for the students in each of the two classes

2. PRESENTED WITH BROAD EDUCATIONAL GOALS AND A CONTENT OUTLINE, PLANS A SIX-WEEK INSTRUCTIONAL PROGRAM FOR TWO CLASSES HE/SHE WILL BE INSTRUCTING THAT (1) TAKES INTO ACCOUNT THOSE FACTORS IDENTIFIED IN THE DIAGNOSIS AND (2) ACCOMMODATES STUDENTS AT A MINIMUM OF THREE DIFFERENT LEVELS OF ABILITY OR FUNCTIONING

Exemplary Descriptors

5. *Apply what was taught*
7. *Individualize instruction*
10. *Use different methods*

a. collaborates with cooperating teacher(s) to design and develop instructional plans

b. develops instructional objectives and describes expected student performance levels

c. designs appropriate instructional strategies, activities, and learning experiences to achieve instructional objectives

d. designs formative and summative assessment instruments and procedures to determine student performance

e. develops an instructional management plan to accompany instructional program plan

3. ORGANIZES AND IMPLEMENTS INSTRUCTION ON A DAY-TO-DAY BASIS ACCORDING TO PLANS THAT ACCOMMODATE STUDENTS AT A MINIMUM OF THREE DIFFERENT LEVELS OF ABILITY OR FUNCTIONING IN THE SAME CLASSROOM

1. *Use of media*
5. *Apply what was taught*
7. *Individualize instruction*
10. *Use different methods*

Exemplary Descriptors

a. demonstrates use of a variety of teaching strategies appropriate to learning objectives

18. *Communication skills*

b. demonstrates appropriate use of verbal and nonverbal interactive teaching skills

c. demonstrates appropriate use of media and the use of new technology to implement instruction

d. demonstrates appropriate management of time and learning resources

e. modifies instructional plans based on formative program data

4. MANAGES HUMAN INTERACTION IN CLASSROOM; MAINTAINS A CONGENIAL LEARNING ATMOSPHERE AND EMPHASIZES A POSITIVE APPROACH TO DIFFERENCES

3. *Maintain learning environment*
4. *Control disruptive behavior*
9. *Deal w/different emotional states*

Exemplary Descriptors

a. establishes boundary conditions for classroom behaviors in collaboration with the cooperating teacher and interaction with students

17. *Interpersonal dynamics*

b. demonstrates a problem solving approach to deal with students who exhibit unacceptable behavior and to deal with other human conflict situations in the classroom

19. *Multicultural differences*
24. *Value systems*
30. *Ethnic differences*

c. demonstrates use of motivational techniques and strategies appropriate to students' learning style (uses rewards appropriate to the student)

d. uses teaching strategies to teach values and, in particular, to teach a positive attitude toward differences (i.e., individual, cultural, and ethnic differences)

5. ASSESSES STUDENT PERFORMANCE, EVALUATES STUDENT PROGRESS, AND PROVIDES FEEDBACK TO BOTH STUDENTS AND PARENTS

5. Apply what was taught
12. Deal with parents

Exemplary Descriptors

a. demonstrates use of formative evaluation techniques to design and modify learning activities

b. develops and administers summative assessment instruments appropriate to the performance level established and appropriate to the communication level of the student

c. develops a system for recording and maintaining ongoing records of student performance

d. uses a variety of student assessment data to evaluate student progress

e. develops and uses a system for providing regular feedback to students on their performance and for communicating students' performance level to parents

6. DIAGNOSES STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (I.E., HANDICAPPED, TALENTED, AND LOW READING ABILITY) AND PLANS INDIVIDUALIZED PROGRAMS FOR THESE EXCEPTIONAL STUDENTS

2. Teach reading
7. Individualize instruction
11. Exceptional students
21. Mandated programs

Exemplary Descriptors

a. identifies students in the normal classroom who are classified as handicapped, talented, and who have a low reading ability level

b. collaborates with teachers, specialists, and agency personnel to obtain a reasonable diagnosis of educational needs

c. collaborates with the cooperating teacher and other school personnel to develop an Individualized Educational Plan (IEP) for identified exceptional students

d. develops and uses a system to manage the implementation of the individualized educational plans for the exceptional children in the regular classroom